Arizona Ready and Delivery
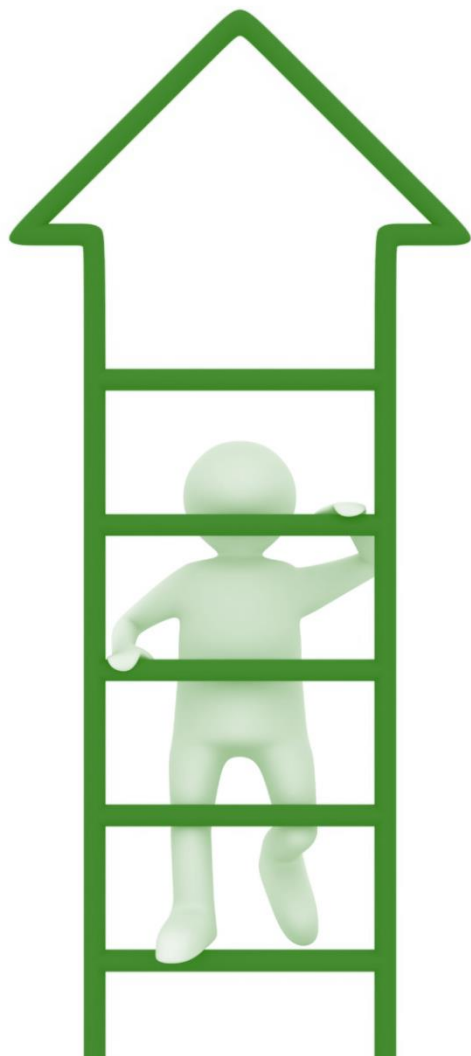
Arizona Ready Education Council Meeting

July 31, 2013

Current EDI Partner Systems

Legend:
- K-12
- Higher Education
- Both

But, what they all have in common are ambitious student outcome goals

- Increase **postsecondary graduation rates**, degrees and certificates conferred
- Increase **retention and persistence**
- Increase **postsecondary enrollment**
- Increase **college and career readiness** rates
- Increase **high school graduation** rates
- Improve **teacher effectiveness**
- Provide improved **access to data**
- **Turnaround underperforming schools** and districts
- Increase **proficiency**, particularly in early grades reading and middle grades math
- Ensure **students are prepared** when they enter Kindergarten

With a consistent focus on **closing equity gaps** for under-represented minority students, low-income students, students with disabilities, and English language learners

EDi helps these systems produce results by focusing leaders on four fundamental questions

1   What is our system trying to do?

2   How are we planning to do it?

3   At any given moment, do we know whether we are on track?

4   If not, what are we going to do about it?

In order to answer those four questions on a consistent basis, a system must do these 15 things – the Elements of Delivery

1. Develop a foundation for delivery

A. Define your aspiration
B. Review the current state of delivery
C. Build the delivery unit
D. Establish a "guiding coalition"
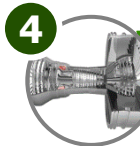
2. Understand the delivery challenge

A. Evaluate past and present performance
B. Understand drivers of performance and relevant activities

3. Plan for delivery

A. Determine your reform strategy
B. Set targets and establish trajectories
C. Produce delivery plans

4. Drive delivery

A. Establish routines to drive and monitor performance
B. Solve problems early and rigorously
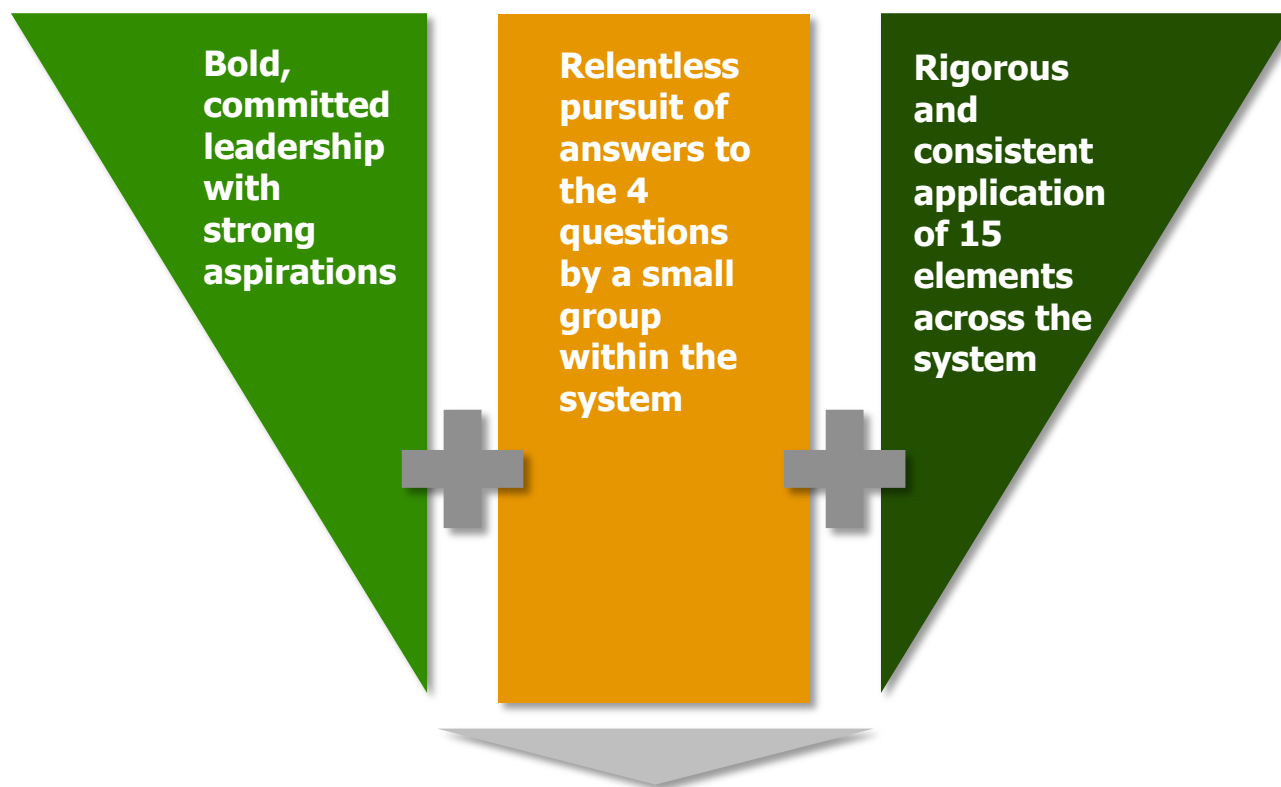C. Sustain and continually build momentum

5. Create an irreversible delivery culture

A. Build system capacity all the time
B. Communicate the delivery message
C. Unleash the "alchemy of relationships"

We believe that a committed leadership team using these tools will achieve significant results for students

Bold, committed leadership with strong aspirations

Relentless pursuit of answers to the 4 questions by a small group within the system

Rigorous and consistent application of 15 elements across the system

Results for students

Kentucky Department of Education & Kentucky Council on Postsecondary Education

Engaged since: 2010   **Engaged since:** 2011

Engagement type: Contract   **Engagement type:** Contract

Successes:

- Strong delivery units in place and operational at both KDE and CPE
- KDE successfully managed transition to new assessments and effectively communicated the importance of setting a high bar for student performance
- KDE collaborating to to build capacity, relationships, and understanding in agency
- CPE has created a successful network of campuses forming delivery teams and focusing that support to those campuses that most need it

Results:

- KDE's college and career readiness rate, at 47.2%, exceeded the 2012 target of 40%
- High school graduation rates climbing for all subgroups, from an average of 75.1% in 2009 to 78.8% in 2012
- Degrees and credentials conferred have increased

"All that we do now focuses on how we can help our campuses and help the state accomplish the particular targets that we've set out to accomplish for completion, graduation rates, transfers, closing gaps, and so on."

– CPE SVP for Academic Affairs Aaron Thompson

Massachusetts Department of Elementary and Secondary Education
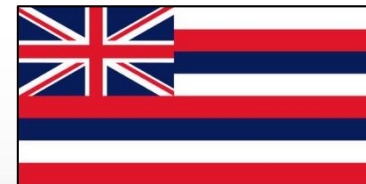**Engaged since:** 2010
Engagement type: Contract

Successes:

- Very effective delivery team in place, successfully managing implementation throughout the agency and state

- Regularly monitor progress data, engage in joint problem-solving, and refine approach to continually drive toward student results

- Delivery team has identified and taken ownership of several cross-agency issues over the last several years, including:
  - Coordination of grants with delivery goals
  - Accelerating the development of curricular resources for Common Core implementation

Results:

- 3rd grade reading percent advanced increased from 14.3% in 2010 to 19.0% in 2012

- NAEP 8th grade math scores are higher than the national average, gains have outpaced the nation, and the black-white gap has narrowed from 2005 to 2011
  - Black student scale scores increased 12.6 points to 275.1, compared with a national increase of 6.9 points to 261.8
  - White student scale scores increased 7.3 points to 304.3, compared with a national increase of 5 points to 292.6

Hawai'i

Hawai'i Department of Education & University of Hawai'i System

Engaged since: 2012	**Engaged since:** 2011
Engagement type: Contract	**Engagement type:** Transitioning from network to contract

Successes:

- HIDOE and UH are both recognize the importance of tackling this work in the field, and are focusing on bringing delivery processes to campus, Complex Area, and school-level teams

- UH team undertook "15 to Finish" campaign, encouraging students to take 15 credits each semester to graduate in 4 years; early results very positive

- HIDOE, placed on high-risk status based on the first year of Race to the Top implementation, partially removed from that status due to implementation improvements in the second year

Results:

- Proficiency rates on the Hawaii State Assessment rose in 2012 from 66% to 71% in reading and 54% to 59% in math

- More students taking and succeeding in AP; over the last five years, 48% increase in exams taken and 35% increase in success

- UH making steady progress on increasing number of degrees and certificates awarded

- Students taking 15 credits per semester up by 15 percentage points

"Hawai'i, which clearly had a rough start, is now making real progress"

— Secretary of Education Arne Duncan

California State University System
Engaged since: 2009
**Engagement type:** Network

Successes:

- At the outset of the work, the CSU System established system-wide goals and campus targets for improving graduation rates for underrepresented minority students, as well as for all students.

- Campuses developed delivery plans with priority strategies, key stakeholders, interim milestones and progress monitoring

- The system delivery team visited all 23 campuses, conducted regional workshops and held a leadership summit to maintain the focus on the goals

Results:
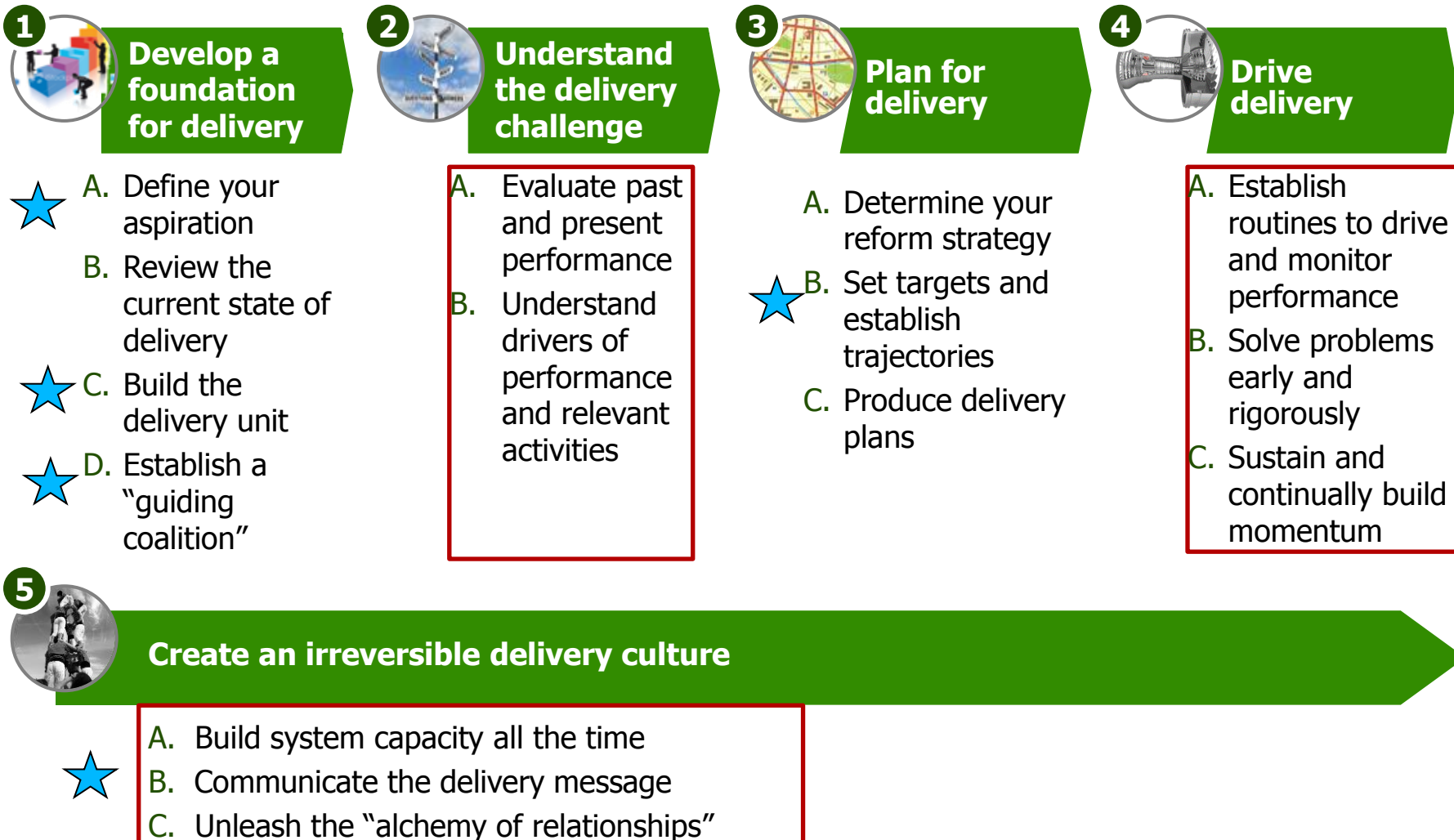
- Graduation rates for all students have risen by 4 percentage points during the course of the initiative

- Equity gaps have begun to narrow for graduation

- California State has actually closed the gaps in access to higher education – in other words the demographics of freshman in college looks like the demographics of the high school graduates

Who do you believe is the small group?
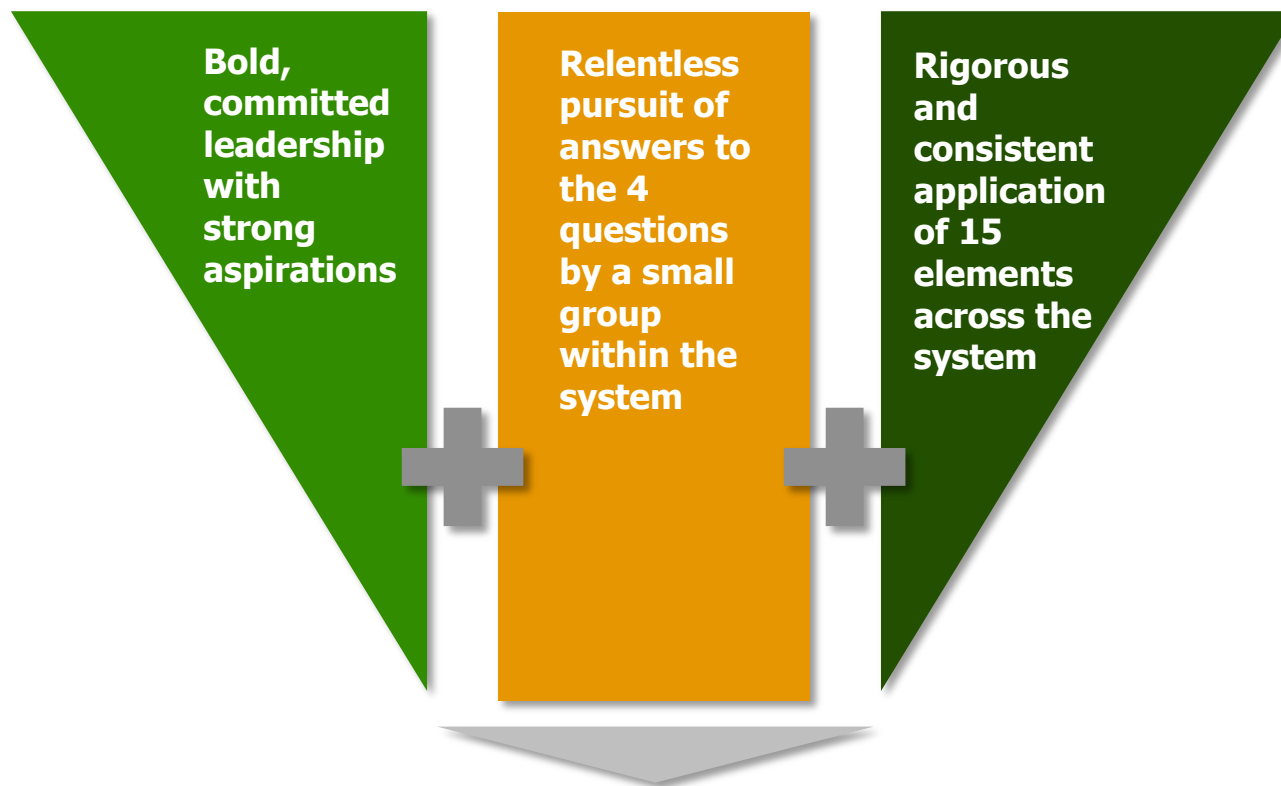
As a system, Arizona is well under way with several key elements, but the work of GOEI over the next year will focus on other crucial elements

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5 Create an irreversible delivery culture

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Kathy Cox
CEO
kcox@deliveryinstitute.org

Thank You